DOCUMENT RESUME

ED 334 367 CE 058 378

TITLE Business Management Course Guide.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE 91
NOTE 79p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Affirmative Action; Budgeting; *Business Administration; *Business Education; Business Skills; Communication Skills; Decision Making Skills; Economics; Employee Attitudes; Equal Opportunities (Jobs); Federal Regulation; Financial Services; High Schools; Human Relations; International Trade; *Labor Relations; Leadership Training; *Marketing; Merchandising; Microcomputers; Money Management; Staff Utilization; State Curriculum Guides; Work Attitudes

ABSTRACT

This course guide is designed for teaching about the U.S. business system. Students are introduced to management functions and the background knowledge/skills necessary to be a successful manager. The guide contains 10 competency goals: (1) nature of U.S. business; (2) environment of business; (3) types of business ownership; (4) management function; (5) employability skills and leadership development; (6) labor relations and legislation; (7) communications; (8) financial management; (9) production and marketing; and (10) critical issues. For each competency goal, objectives, learning activities, key terms, and suggested resources are listed. A bibliography of 56 printed resource materials, 12 visual materials, and 3 computer software packages is included. (NLA)

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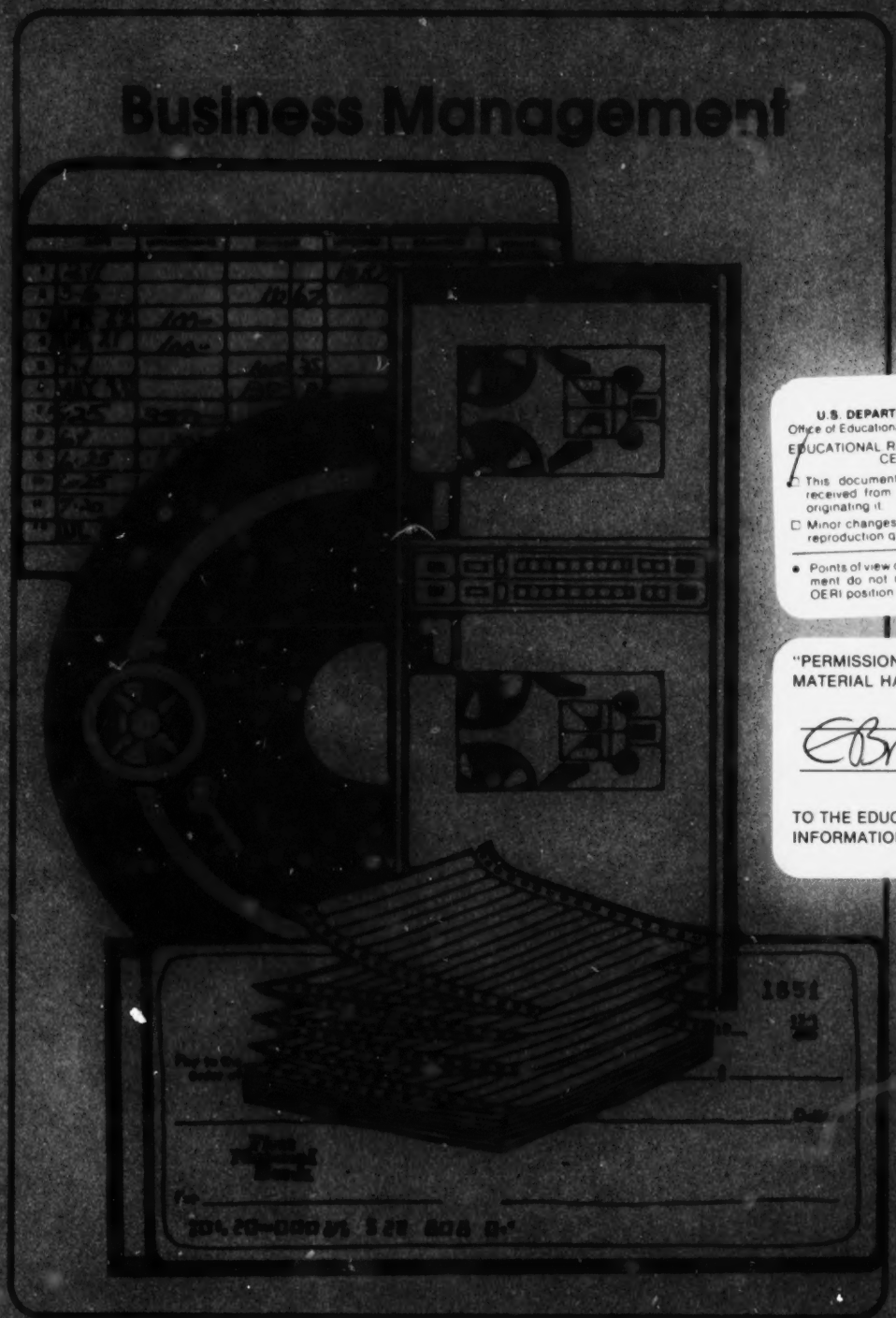
COURSE GUIDE

Business Management



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Dr. Clifton B. Belcher, Director
Division of Vocational Education Services

BUSINESS MANAGEMENT

COURSE GUIDE

Business and Office Education
Marketing Education

August 1991

FOREWORD

Business Management was introduced as a new course in the 1987 Program of Studies. It is offered in both the Business and Office Education and Marketing Education program areas.

The purpose of this course is to provide high school students an opportunity to learn about the nature and environment of the American business system. They are introduced to management functions and the background knowledge/skills necessary to be a successful manager.

This course guide was developed to assist Business Management teachers in presenting realistic and interesting lessons that result in student mastery of course competencies.

We hope this guide will be helpful to you in working with students in preparing them for their role in American business.

Bob Etheridge
State Superintendent

ACKNOWLEDGEMENTS

Several gifted Business and Office Education and Marketing Education teachers of Business Management contributed to the development of this course guide. Our sincere appreciation is extended to these teachers for their work.

Ron Joyner	**South Granville High School** **Granville County Schools**
Yvonne Lewis	**South Caldwell High School** **Caldwell County Schools**
Lavern Perscell	**Garner Senior High School** **Wake County Schools**
Willie Vincent	**Enka High School** **Buncombe County Schools**

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Dr. Robert Wrisley	**East Carolina University** **Greenville, N. C.**

Special recognition is given to Pam Height, Business and Office Education secretary, for keying the guide.

State Staff of
Business and Office Education
Marketing Education

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I. Nature of American Business

Competency Goal 1:
The learner will describe the nature of American business.

OBJECTIVES	LEARNING ACTIVITIES
1.1 Identify basic economic concepts.	1. Read your local newspaper and cut out three stories that involve economics. Answer the following questions about your article: a. How does scarcity affect the story? b. Does the story involve goods, services, or both? c. Do you think the study of economics is important to understanding the news article? 2. Keep a vocabulary notebook for this unit. 3. Collect articles about economics and bring them to class. (Teacher may discuss the major points in the articles). Your teacher may also place several or all of the articles on the board. 4. In small groups, brainstorm to explore reasons and possible solutions for the widespread misunderstanding and lack of information about economics. As you brainstorm, follow these rules: (a) work for quantity; (b) don't prejudge ideas, just list them; (c) accept all ideas, don't prejudge no matter how crazy, and then (d) evaluate each item. List the responses on the board and decide as a class how each individual can help to correct misunderstanding or educate people about our economic system. 5. Draw a cartoon picture or diagram illustrating the role of government in one of the following types of economic systems: capitalism, communism, socialism.

KEY TERMS	SUGGESTED RESOURCES
Capital	**Business Principles and Management**
Capital goods	9th Edition
Capitalism	
Communism	
Conservation	
Consumer Goods	
Consumer Price Index	**Economics: Principles and Applications**
Consumers	10th Edition
Consumption	
Demand	
Depression	
Distribution	
Economics	**Economics for Young Americans**
Economists	
Economic system	
Exchange	
Exports	
Factors of production	
GNP	
Imports	
Income	
Inflation	
Labor	
Land	
Macroeconomics	
Monopoly	
Natural Resources	
Noneconomic wants	
Oligopoly	
Producers	
Quota	
Recession	
Resources	
Scarcity	
Services	
Socialism	
Standard of Living	
Supply	
Tariff	

I. Nature of American Business

Competency Goal 1:
The learner will describe the nature of American business.

OBJECTIVES	LEARNING ACTIVITIES
1.2 Describe the impact of the free enterprise system.	1. What would be the "perfect economic system? Ask the question of a local businessperson, local labor leader and an elected officer. What would they change? What would they borrow from other systems? How would government play a part? Compare the responses to your questions and report your results to the class. 2. In a free enterprise system, the change to make a profit motivates people to open businesses. But, is this the only reason to start a business? Interview three local business owners and ask them, "Why did you start your business?" List all the reasons given. Which ones appear the most? Which ones appear the least? Is profit mentioned by one or all of them? Summarize your findings and report them to class. 3. Read the "Bill of Rights" of the U. S. Constitution and explain in your own words each of the freedoms protected by these amendments. Prepare an oral report on these personal freedoms. 4. Write an essay describing why you think the American free enterprise system has resulted in the United States having one of the highest standards of living in the world. 5. Develop a campaign designed to promote the positive image of our American free enterprise system or any other activity related to the free enterprise system (i.e., FBLA Free Enterprise Project.)

KEY TERMS	SUGGESTED RESOURCES
Adam Smith	**Business Principles and Management**
Business	9th Edition
Capitalism	
Competition	
Constitution of the United States	
Declaration of Independence	**Economics: Principles and Applications**
Demand	10th Edition
Entrepreneurship	
Freedom of Choice	
Modified capitalism	
Monopoly	**Economics for Young Americans**
Private enterprise	
Private property	
Sherman Antitrust Act	
Standard of Living	
Supply	
The Bill of Rights	

II. Environment of Business

Competency Goal 2:
The learner will identify and evaluate the business environment

OBJECTIVES		LEARNING ACTIVITIES	
2.1	Identify major economic problems affecting the business environment.	1.	Name three or four products recently introduced into the market and made available because of advances made in technology.
		2.	Do Case 3-2 in Business Principles and Management, 9th Edition, page 60.
		3.	In what ways has the status of women significantly changed in the 20th century? How have these changes affected the economic environment of business?
		4.	How does the level of economic development affect the growth of businesses?
		5.	Do problem 3F in the Study Guide to Business Principles and Management, 9th Edition, p. 22.

KEY TERMS	SUGGESTED RESOURCES
Business	**Business Principles and Management**
Capital formation	9th Edition
Form utility	
Free trade	
Income	**Economics: Principles and Applications**
Intangible	10th Edition
Marketing	
Place utility	
Possession utility	
Quota	**Economics of Our Free Enterprise System**
Tangible	
Tariff	
Technology	
Time utility	
U.S. Census	**Economics for Young Americans**
	Economic LAPS
	Marketing Education Resource Center, Inc., The Ohio State University, 1375 King Avenue, P. O. Box 12226, Columbus, OH 43212-0226

II. Environment of Business

Competency Goal 2:
The learner will identify and evaluate the business environment.

OBJECTIVES	LEARNING ACTIVITIES
2.2 Evaluate the social and cultural problems affecting the business environment.	1. What is a more significant figure to businesses: discretionary income or disposable income? Why? 2. How is the size of the population as well as the nature of the population important to businesses? Cite examples to verify this. 3. Do Problem 2F in Study Guide to Business Principles and Management, pp. 19-20. 4. Develop a list of fringe benefits that you feel should be offered to employees in the workplace. Compare all the listings of the class. Which ones appear the most? the least? Are there any not mentioned in the textbook? 5. Do "Gadgetronics"--A Retail Decision-Making Simulation especially segment dealing with solving labor problems.

KEY TERMS	SUGGESTED RESOURCES
Baby boom Baby bust Better Business Bureau Chamber of Commerce Comparable worth Demographics Discretionary income Disposible personal income Energy Environment Ethics Frostbelt Labor force Labor participation force Market segmentation Market segments OPEC Pollution Poverty Psychographics Quality of work life Recycling Rights of consumers Social responsibility Sunbelt Zero Population Growth	**Business Principles and Management** 9th Edition **Marketing Practices and Principles** 4th Edition **Gadgetronics--A Retail Decision-Making Simulation** **Economics LAPS** Marketing Education Resource Center The Ohio State University, 1375 King Avenue P.O. Box 12226, Columbus, Ohio 43212-0226

II. Environment of Business

Competency Goal 2:
The learner will identify and evaluate the business environment.

OBJECTIVES	LEARNING ACTIVITIES
2.3 Describe the effect legal problems have on the business environment.	1. Do Problems and Projects #5 in Business Principles and Practices, 9th Edition, p. 81. 2. Collect from magazines and newspapers examples of different trademarks. Past them on index cards and place the name of the company or product it belongs to the back of the card. See how many your classmates can identify. 3. Do Problem 4G in the Study Guide of Business Principles and Practices, 9th Edition, p. 27. 4. Visit your local city/county offices and obtain a copy of (1) local zoning regulations, (2) licenses and permits, and (3) taxes and fees as they pertain to your particular location. 5. Obtain a copy of an individual income tax form and complete all sections.

KEY TERMS	SUGGESTED RESOURCES
Assessed valuation Building codes Clayton Act Competition Consumer Product Safety Act Copyright False advertising Federal Trade Commission Income Tax Information liability Interstate commerce Intrastate commerce Licensing Monopoly Patent Personal property tax Price discrimination Progressive tax Property tax Proportional tax Public franchise Real property tax Regressive tax Robinson-Patman Act Sales tax Sherman Antitrust Act The Food and Drug Administration Trademark Warranty Act Wheeler-Lea Act Zoning	**Business Principles and Management** 9th Edition **Marketing Practices and Principles** 4th Edition **Economics LAPS**, Marketing Education Resource Center, Inc., The Ohio State University, 1375 King Avenue, P. O. Box 12226, Columbus, OH 43212-0226 **Understanding Taxes**, Internal Revenue Service, P. O. Box 1400K, Dayton, OH 45414

III. Types of Business Ownership

Competency Goal 3:
The learner will explain and evaluate the types of business ownership.

OBJECTIVES	LEARNING ACTIVITIES
3.1 Explain the four types of business ownership.	1. Make a list of local businesses in your area. Categorize them by type of ownership Compare the list with your classmates. Are there more of one type than another? Speculate on reasons why. 2. Debate controversial Question 2 found in Study Guide to Business Principles and Practices, p. 164. 3. Do Problem 1F in Study Guide to Business Principles and Practices, p. 16. 4. Make a list of traits you feel are important to an entrepreneur. First, rank them individually; then in small groups. Next, try to arrive at a class consensus. 5. Write a report on two North Carolina businesses that are multinational corporations.

KEY TERMS	SUGGESTED RESOURCES
Assets	**Business Principles and Management**
Balance sheet	9th Edition
Board of Directors	
Capital stock	
Certificate of incorporation	
Charter	**Marketing Practices and Principles**
Close corporation	4th Edition
Cooperative	
Corporation	
Credit unions	
Creditors	
Dividends	**Economics LAPS**, Marketing Education
Entrepreneur	Resource Center, Inc., The Ohio State
Foreign corporation	University, 1375 King Avenue, P. O. Box 12226
Franchise	Columbus, OH 43212-0226
Franchisee	
Franchisor	
Multinational	**Economics for Young Americans**
Mutual insurance company	
Net worth	
Officers	
Open corporation	
Partnership	
Partnership Agreement	
Proprietor	
Proxy	
Risk	
Shares	
Sole proprietorship	
Stockholders	

III. Types of Business Ownership

Competency Goal 3:
The learner will explain and evaluate the types of business ownership.

OBJECTIVES	LEARNING ACTIVITIES
3.2 Evaluate the advantages and disadvantages of each form of business ownership.	1. Compare the organization of a corporation to the structure of your local school system. Identify the structural parts of the school's organization that match: stockholders, board of directors, president, vice president, labor and product. 2. Use library resources to write a report on state bankruptcy laws. If possible, name some businesses that have declared bankruptcy in recent years. 3. Use a current magazine, such as "Fortune 500: to make a list of the top 20 businesses. Research their origins and indicate how they were started. 4. Develop a chart to explain the major features advantages and disadvantages of each type of ownership. Cite local businesses that fit each type. 5. Research reasons why various people in your community decided to go into business. Interview a sole proprietor, a partnership, a corporation, and a franchisor. Ask them the following questions: (a) Why did you decide to go into business? (b) How many years ago was the decision made? (c) What are some advantages? (d) What are some disadvantages? (e) Why did you decide on this particular form of business? (f) If you had to start over again, what changes, if any, would you make? Summarize and report your findings to the class.

KEY TERMS	SUGGESTED RESOURCES
Bankruptcy Conglomerate merger Corporation Horizontal merger Multinational Partnership Sole proprietorship Vertical merger	**Business Principles and Management** 9th Edition **Marketing Practices and Principles** 4th Edition **Economic LAPS**, Marketing Education Resource Center, Inc., The Ohio State University, 1375 King Avenue, P. O. Box 12226, Columbus, OH 43212-0226

IV. Management Functions

Competency Goal 4:
The learner will describe the basic functions of management and solve related problems

OBJECTIVES	LEARNING ACTIVITIES
4.1 Develop a simple organizational chart and describe authority relationships shown on the chart.	1. Read pages 462-478, Business Principles and Management, 9th Edition. 2. Read pages 106-116, Retailing, 4th Edition. 3. Complete Case Problems, 1 and 2, pages 128-129, Retailing, 4th Edition. 4. Complete Review Questions 1-9, pages 127-128, Retailing, 4th Edition. 5. Discuss the role of an organization chart and how this instrument is used by employees and management in business organizations. 6. Complete Case Problem 2, pages 128-129, Retailing, 4th Edition.

KEY TERMS	SUGGESTED RESOURCES
Authority Centralized organization Decentralized organization Line and Staff organization Organization chart Responsibility Span of control Unity of command	**Business Principles and Management** 9th Edition **Retailing** **Retail Merchandising** **"Marketing and Merchandising Curriculum Guide"**, North Carolina State Department of Public Instruction, 1984.

IV. Management Functions

Competency Goal 4:
The learner will describe the basic functions of management and solve related problems.

OBJECTIVES	LEARNING ACTIVITIES
4.2 Develop a plan for identifying staffing needs.	1. Read pages 462-472, Business Principles and Management, 9th Edition. 2. Read pages 21-31, The Management Function, 2nd Edition. 3. Read pages 59-69, Supervisory Skills in Marketing, 1st Edition. 4. Complete Problem, 24-1, page 105, Business Principles and Management, Study Guide, 9th Edition. 5. Complete Project 10, The Management Function, Instructor's Guide. 6. Develop a work week schedule for employees.

KEY TERMS	SUGGESTED RESOURCES
Minimum force New employee Part-time employee Productivity Regular employee Scheduling Task Training	**Supervisory Skills in Marketing** **Business Principles and Management** 9th Edition **The Management Function** 2nd Edition **Gadgetronics--A Retail Decision Making Simulation** **Business Principles and Management** 7th Edition

IV. Management Functions

Competency Goal 4:
The learner will describe the basic functions of management and solve related problems.

OBJECTIVES	LEARNING ACTIVITIES
4.3 Prepare guidelines for selecting the most qualified person for a specific position.	1. Read pages 381-399, Business Principles and Management, 9th Edition. 2. Read pages 39-49, The Management Function. 3. Complete Problems and Projects 1-5, pages 400-401, Business Principles and Management, 9th Edition. 4. Complete Projects 6-1 through 6-4, The Management Function Instructor's Guide. 5. Have the students list 10 questions they think should be asked an applicant during an interview. Share questions with the class and come to a class consensus of the best 10. 6. Divide the class into 2-4 teams and have them debate the usefulness of affirmative action program. One side should be pro and the other con. Give students time to research their side including interviews and outside guests to support their side. 7. Have the students assume the position of manager and role-play an interview with a job applicant (another student). Have the remainder of the class react to the interview and discuss if this student should be hired or not based on the simulation.

KEY TERMS	SUGGESTED RESOURCES
Ability Communication skills Empathy Experience Honesty Intelligence Interest Maturity Objectivity	**Supervisory Skills in Marketing** **Business Principles and Management** 9th Edition **Business Principles and Management** 7th Edition **The Management Function** 2nd Edition **Gadgetronics--A Retail Decision Making Simulation**

IV. Management Functions

Competency Goal 4:
The learner will describe the basic functions of management and solve related problems.

OBJECTIVES		LEARNING ACTIVITIES	
4.4	Apply decision-making techniques to solve management problems.	1.	Read pages 45-54, Supervisory Skills in Marketing.
		2.	Read pages 482-493, Business Principles and Management, 9th Edition.
		3.	Read pages 32-34, The Management Function.
		4.	Read pages 33-39, The Management Function.
		5.	Complete "Sharpening Your Outlook," pages 54-55, Supervisory Skills in Marketing.
		6.	Complete Project 5, page 57, Supervisory Skills in Marketing.
		7.	Complete Case 25-1, page 495, Business Principles and Management, 9th Edition.

KEY TERMS	SUGGESTED RESOURCES
Goal Management By Objective (MBO) Objective Problem Problem solving process Scientific method Strategy Symptom Variance report	**Supervisory Skills in Marketing** **Business Principles and Management,** 9th Edition **Business Principles and Management** 7th Edition **The Management Function** Instructional Materials Center The University of Texas, 1975.

V. Employability Skills and Leadership Development Competency Goal 5:

The learner will develop skills needed for effective leadership and job advancement.

OBJECTIVES		LEARNING ACTIVITIES	
5.1	Identify characteristics of an effective leader.	1.	Read pages 1-10, Supervisory Skills in Marketing
		2.	Read pages 448-458, Business Principles and Management, 9th Edition.
		3.	Read pages 389-401, Business Principles and Management, 7th Edition.
		4.	Read pages 15-21, The Management Function
		5.	Complete "Sharpening Your Outlook," page 13, Supervisory Skills in Marketing.
		6.	Complete "Project Six," Instructor's Guide, The Management Function.
		7.	Have students identify the ten most important characteristics of an effective leader from their standpoint. Discuss with class and come to a class consensus on the best ten.
		8.	Complete "Problems/Projects 1, 2, & 3", pages 403-404, Business Principles and Management, 7th Edition.

KEY TERMS	SUGGESTED RESOURCES
Autocratic leader Conflict Democratic leader Ethics Evaluation Human relations Integrity Leadership Leadership styles Motivation Self control	**Supervisory Skills in Marketing** **Business Principles and Management** 9th Edition **Business Principles and Management** 7th Edition **The Management Function** Instructional Materials Center The University of Texas

V. Employability Skills and Leadership Development Competency Goal 5:

The learner will develop skills needed for effective leadership and job advancements.

OBJECTIVES	LEARNING ACTIVITIES
5.2 Show awareness of appropriate work attitudes and habits needed for managers.	1. Read pages 91-104, Supervisory Skills in Marketing. 2. Read pages 389-401, Business Principles and Management, 7th Edition. 3. Read pages 121-160, Retailing, 4th Edition. 4. Read pages 482-493, Business Principles and Management, 9th Edition. 5. Complete Project 8, page 107, Supervisory Skills in Marketing. 6. Complete Case Problems 20-1 & 20-2, pages 404-405, Business Principles and Management, 7th Edition. 7. Complete Case Problems, pages 162-163, Retailing, 4th Edition. 8. Complete Case Problems 25-1 and 25-2, pages 475-476, Business Principles and Management, 9th Edition.

KEY TERMS	SUGGESTED RESOURCES
Conflict	**Supervisory Skills in Marketing**
Empathy	
Ethics	
Grievances	
Honesty	
Leadership styles	**Business Principles and Management**
Loyalty	9th Edition
Motivation	
Planning	
Prejudice	
Understanding	
Work rules	**Business Principles and Management**
	Retailing
	4th Edition

V. Employability Skills and Leadership Development

Competency Goal 5:
The learner will develop skills needed for effective leadership and job advancement.

OBJECTIVES		LEARNING ACTIVITIES	
5.3	Describe personality traits that can affect human relations.	1.	Read The Fifty Minute Supervisor, 2nd Edition.
		2.	Read pages 85-97, Working at Human Relations.
		3.	Complete "Time Management Simulation," Ohio State Curriculum Materials Lab.
		4.	Complete "Art of Delegation," Ohio State Curriculum Materials Lab.
		5.	Listen to tapes, "Lead the Field," Earl Nightingale.

KEY TERMS	SUGGESTED RESOURCES
Collective Bargaining Effort Enthusiasm Evaluation Honesty Listening Motivation Reliability Theory X Theory Y Unions	**Supervisory Skills in Marketing** **Business Principles and Management** 9th Edition **Business Principles and Management** 7th Edition **Time Management** John R. Birringer, Mike Hill, Robert Leonard, and Lloyd Foster, The Ohio State Curriculum Lab, Columbus, OH, 1976. **Art of Delegation** Robert Canio The Ohio State University Curriculum Lab, 1976 **Solving Problems/Making Decisions** **The Fifty Minute Supervisor** Elwood N. Chapman The MarkEd Resource Center, Columbus, OH, 1988.

V. Employability Skills and Leadership Development

Competency Goal 5:
The learner will develop skills needed for effective leadership and job advancement.

OBJECTIVES		LEARNING ACTIVITIES	
5.4	Exhibit leadership skills developed through participation in parliamentary procedure sessions and/or FBLA.	1.	Read and discuss Parliamentary Procedures at a Glance.
		2.	Read and discuss The How in Parliamentary Procedure.
		3.	Complete assignments 1-12, The How in Parliamentary Procedure Student Assignments Handbook.
		4.	Conduct several simulated FBLA meetings. Have different class members play roles while others handle the situation using parliamentary procedure.

KEY TERMS	SUGGESTED RESOURCES
Accept	**Parliamentary Procedure At A Glance**
Amendment	New Edition
Appeal	
Assembly	
Bylaws	
Chair	
Debate	**The How In Parliamentary Procedure**
Division	
Floor	
Lay on the table	
Majority	
Motion	**Roberts Rules of Order**
Orders of the day	
Question	
Rescind	

VI. Labor Relations and Legislation

Competency Goal 6:
The learner will identify and analyze legislation affecting labor relations.

OBJECTIVES	LEARNING ACTIVITIES
6.1 Identify major tactics and objectives of labor unions.	1. Read pages 419-425 of Business Principles and Management, 9th Edition or Business Principles, pages 450-457, 9th Edition. 2. Define and discuss the meaning of the key terms. 3. Develop a chart showing five objectives and five tactics used by unions to represent the needs of employees. 4. Interview a supervisor of a local business establishment to determine tactics used by his/her company to solve problems and keep the employees satisfied without the assistance of a union. Prepare a short report and share it with the class.

KEY TERMS	SUGGESTED RESOURCES
Boycott Collective bargaining Give-back Injunction Labor union Labor contract Picketing Strike Strike insurance	**Applied Economics**--A program of Junior Achievement--the textbook component of the program was developed under the direction of Peter J. Harder Vice President, Applied Economics. Gerson Antell, Senior Text Editor, supervised the preparation and writing of this edition, copyright 1985.
	Economics, Principles, and Applications
	Business Principles and Management
	A local community business organization

VI. Labor Relations and Legislation

Competency Goal 6:
The learner will identify and analyze legislation affecting labor relations.

OBJECTIVES	LEARNING ACTIVITIES
6.2 Describe the nature of labor unions in the United States.	1. Read pages 450-452, Business Principles and Management, and pages 311-323, Economics, Principles, and Applications, 10th Edition, South-Western Publishing Company.
	2. Discuss the meaning of the key terms. Type the terms on slips of paper and place them in a box. Let each student select a term from the box and lead the discussion.
	3. Prepare a report tracing the development of unions in the United States from 1930 to 1991. Use the school library or city library to collect needed materials for the report. Discuss your findings with the class.
	4. Demonstrate your knowledge of labor unions by dividing the class into two teams, and conducting a debate on the advantages and disadvantages of labor unions.

KEY TERMS	SUGGESTED RESOURCES
Agency shop	**U. S. NEWS AND WORLD REPORT**
Blacklists	Research Department
Closed shop	2400 N. St., NW
Craft unions	Washington, DC 20037-1196
Federation	
Industrial unions	**USA TODAY Newspaper**
Labor unions	
Lockout	
OASDI	**TIME Magazine**
Open shop	
Preferential shop	
Union shop	**Economics, Principles, and Applications**
Workers' compensation laws	10th Edition
	Business Principles and Management
	8th and 9th Editions

VI. Labor Relations and Legislation

Competency Goal 6:
The learner will identify and analyze legislation affecting labor relations.

OBJECTIVES	LEARNING ACTIVITIES
6.3 Identify and analyze equal employment and affirmative action legislation.	1. Read pages 424-434, Business Principles and Management, 9th Edition. 2. Discuss the key terms. 3. Prepare a comparison report explaining why there has been a decline in union membership. 4. Read Case 22-1, page 437, Business Principles and Management, 9th Edition. Prepare answers for the three questions related to the case, and conduct a team discussion of question number 3. 5. Debate the issue--"Is There Still a Need for Affirmative Action Programs?" Why? or Why not? 6. Manual--Business Principles and Management, 9th Edition. Have students collect information that describes the types of discrimination that still exist in business today (difference in wages and salaries for racial minorities and women, etc.).

KEY TERMS	SUGGESTED RESOURCES
Affirmative action program Cafeteria plan Flex-time Job design Job enlargement Job enrichment Job sharing Pension Profit sharing	Library resources **Business Principles and Management** 9th Edition **Managing Employee Benefits** *(A pamphlet available from the nearest Small Business Administration office.)* **The Role of Unions in the American Economy** *(A book available from the Joint Council on Economic Education 2 Park Avenue, New York, NY 10016)*

VII. Communications

Competency Goal 7:
The learner will develop writing, listening, speaking, and reading skills related to business management.

OBJECTIVES		LEARNING ACTIVITIES	
7.1	Summarize basic guides for improving communications.	1.	Read pages 351-356 of Business Principles and Management, 8th Edition.
		2.	Read pages 360-361, 367-373 of Business Principles and Management, 9th Edition.
		3.	Explain how someone who is planning to send a message can help to make certain the message will be clear.
		4.	Discuss what strategy one would use to help resolve a conflict situation between two employees who are always disagreeing as to how a task should be handled.
		5.	List types of communication problems businesses have with (1) suppliers, (2) other businesses, and (3) customers.
		6.	Read Case Problem 18-1, pages 366-367 of Business Principles and Management, 8th Edition. Answer related questions.
		7.	Read Case Problems 19-1, 19-2, pages 376-377 of Business Principles and Management, 9th Edition. Answer related questions.

KEY TERMS	SUGGESTED RESOURCES
Communications Conflict Distortion Distraction Nominal group technique	**Business Principles and Management** 8th Edition
	Business Principles and Management 9th Edition
	Communications in the Modern Corporate Environment
	Principles of Information Systems for Management 2nd Edition
	Computers and End User Software
	Business Communications: Process and Practice
	Using Computers in an Information Age

VII. Communications

Competency Goal 7:
The learner will develop writing, listening, speaking, and reading skills related to business management.

OBJECTIVES		LEARNING ACTIVITIES	
7.2	Compare various types of communication channels.	1.	Read pages 357-363 of Business Principles and Management, 8th Edition.
		2.	Read pages 361-366 of Business Principles and Management, 9th Edition.
		3.	Describe the different types of communication channels. How are they used in business?
		4.	Compare the advantages and disadvantages of using the telephone rather than letters to communicate.
		5.	Read Case Problems 18-2, 18-3, pages 367-368 of Business Principles and Management, 8th Edition. Answer related questions.
		6.	Demonstrate different messages of nonverbal communication channel by using only hands and/or arms.
		7.	Write a business form letter using a word processing computer program to area businesses requesting information on the types of communication channels used in their company.

KEY TERMS	SUGGESTED RESOURCES
Analytical report Brainstorming Communication channel Communication network Culture Feedback Form letter Grapevine Information report Mailgram Report Telegram	**Information Systems: Theory & Practice** **Small Computer Series & Applications** **Administrative Office Management** 9th Edition **Management Information Systems: Planning and Decision Making** **Financial Management with Lotus 1 2 3** **Information Systems in Management** 3rd Edition **Communicating in Business** **Software Reviews on File, Facts on File**

VII. Communications

Competency Goal 7:
The learner will develop writing, listening, speaking, and reading skills related to business management.

OBJECTIVES	LEARNING ACTIVITIES
7.3 Demonstrate the use of microcomputers in a business management environment.	1. Read pages 371-374 of Business Principles and Management, 8th Edition. 2. Read pages 337-343 of Business Principles and Management, 9th Edition. 3. Describe an executive work station in the office of the future. 4. Discuss why telecommunications has become important in the computer world. 5. Interview an owner of a small business. Discuss the types of records-management system used. Identify (1) the type of records maintained, (2) whether the system is manual or automated, (3) who is responsible for records management, and (4) how the system could be improved. 6. Survey media centers and other school departments to evaluate and compare various computer programs used by schools and businesses.

KEY TERMS	SUGGESTED RESOURCES
Cathode-ray tube Central processing unit Chips Computer Data Data processing Electronic typewriter Hardware Information Input Keyboarding Knowledge workers Mainframes Management information systems Microcomputers Minicomputers Monitor Output Programmers Software Software programs Terminal Text editor Word processing Word processor	**Managerial Communication: A Finger on the Pulse**, 2nd Edition **"Books Useful in Teaching Business Applications on the Computer."** *(An annual bibliography available from School of Business Administration, University of Colorado, Cragmor Road, Boulder, CO 80907.)* **"How to Get Started with a Small Computer."** *(A booklet available from U. S. Small Business Administration, Office of Business Department, Mail Code: 7013, Washington, DC 20416.)* **"What is a Computer?"** *(One of four films from a series entitled INTRODUCING COMPUTERS. Available from XICOM Video Arts, Sterling Forest, Tuxedo, NY 10987.)* **"Easy to Use."** *(One of six films from a series entitled THE ELECTRONIC OFFICE SERIES. Available from British Broadcasting Co.--TV (BBC). 630 Fifth Avenue, New York, NY 10020.)* **"The Corporation: Automation Chaos."** *(One of three films in a series entitled MANAGING INFORMATION SYSTEMS. Available from Encyclopedia Brittanica Educational Corp., 425 N. Michigan Avenue, Chicago, IL 60611.)*

VII. Communications

Competency Goal 7:
The learner will develop writing, listening, speaking, and reading skills related to business management.

OBJECTIVES	LEARNING ACTIVITIES
7.4 Describe how the microcomputer can be used to process data efficiently.	1. Read pp. 374-384 of Business Principles and Management, 8th Edition.
	2. Read pp. 343-353 of Business Principles and Management, 9th Edition.
	3. Discuss the steps involved in creating a management information system.
	4. Identify the ways in which records can be created and then put into printed form.
	5. Read Case Problem 18-1, page 356 of Business Principles and Management, 9th Edition. Answer related questions.
	6. Invite a local computer representative to demonstrate how microcomputers can be used to process data efficiently in businesses.

KEY TERMS	SUGGESTED RESOURCES
Computer integrated manufacturing Computer output microfilm Data processing system Decision support system Digital records Electronic mail Facsimile/fax Hard copy Intelligent copiers Local area network Mouse Multitasking Optical character reader Records management Telecommunications	**"Effective Business Communications."** *(A pamphlet available from U. S. Small Business Administration, Office of Business Development, Mail Code: 7013, Washington, DC 20416.)* **"Communicating Effectively: An Essential Skill for Job Success."** *(A 20-minute film available from Barr Films, 3490 East Foothill Boulevard, P.O. Box 5667, Pasadena, CA 91107.)* **"Communication: Barriers and Pathways. Listening: A Key to Problem Solving."** *(A 17-minute and a 22-minute film available from AIMS Media, 6901 Woodley Avenue, Van Nuys, CA 92406-4878.)* **"Creative Problem Solving: How to Get Better Ideas."** *(A 26-minute film available from CRM Films, 2233 Faraday, Suite F., Carlsbad, CA 92008.)* **"Improving Management Productivity: 5 Ways to Manage Conflict." "Meetings, Bloody Meetings."** *(Both 30-minute films available from XICOM Video Arts, Sterling Forest, Tuxedo, NY 10987.)* **"Non-Verbal Communication."** *(A 15-minute film available from Salenger Educational Films, 470 Park Avenue South, New York, NY 10016.)*

VIII. Financial Management

Competency Goal 8:
The learner will describe record systems and analyze financial data.

OBJECTIVES		LEARNING ACTIVITIES	
8.1	Summarize why business firms need good financial records.	1.	Read Part I of Financial Recordkeeping for Small Stores, " The Why, What, and How of Records"; and Century 21 Accounting, First Year, pages 3 and 4. Explain why business firms should keep good financial records.
		2.	Define and discuss the meaning of the key terms.
		3.	Identify materials needed to build a good recordkeeping system. Share your findings with the class.
		4.	Explain the importance of preparing financial statements.
		5.	Explain how one determines the appropriate methods and equipment to use in a recordkeeping system.
		6.	View film entitled "Running a Small Business Series: Basic Records for a Small Business."

KEY TERMS	SUGGESTED RESOURCES
Accounting records Accounts payable record Accounts receivable record Assets Balance sheet Capital statement Financial management Financial statement Liabilities	**Century 21 Accounting** 4th Edition **PACE** Revised, Unit 15, "Keeping the Business Records," The National Center for Research in Vocational Education, the Ohio State University Columbus, OH 43210. **Financial Recordkeeping for Small Stores** Robert C. Ragan and M. Zafar Iqbal, U. S. Small Business Administration, Washington, DC, 1985.

VIII. Financial Management

Competency Goal 8:
The learner will describe record systems and analyze financial data.

OBJECTIVES	LEARNING ACTIVITIES
8.2 Describe how budgets are used to run business firms efficiently.	1. Read Chapter 12, pages 217-234 of Business Principles and Management. Define the key terms Type the terms on strips of paper, and place them in a hat. Let each student draw, randomly, a term from the hat and define the word. 2. Read "Looking Ahead," The Handbook of Small Business Finance, pages 33-42. Observe the transparencies 12-2 and 12-3 in the teacher manual for Business Principles and Management. Discuss the budget process and types of budgets. 3. Read Problem 3, page 235 of Business Principles and Management. Answer the related questions. 4. Read Case 12-2, page 236 of Business Principles and Management. Answer the related questions. 5. Read pages 173-184, Enterprise--Starting Your Own Business, South-Western Publishing Company, 1988. Observe illustration on page 175, and prepare a cash budget for a small business of your choice.

KEY TERMS	SUGGESTED RESOURCES
Advertising budget Budget Cash budget Capital budget Income statement budget Merchandising budget Projected financial statements Sales budget	**A Handbook of Small Business Finance** Jack Zwick, U. S. Small Business Administration, Office of Business Development, Washington, DC **Financial Recordkeeping for Small Stores** Robert C. Ragan and Zafar Iqbal, U. S. Small Business Administration, U. S. Government Printing Office, Washington, DC 20402 **Century 21 Accounting** First Year Course **Business Principles and Management** 9th Edition

VIII. Financial Management

Competency Goal 8:
The learner will describe record systems and analyze financial data.

OBJECTIVES	LEARNING ACTIVITIES
8.3 Describe how various financial experts can assist business managers in analyzing financial data generated by a computer.	1. Read pages 238-248, Business Principles and Management, 9th Edition, 1990. Complete questions 13-15, page 249. Complete question 9 at the bottom of page 249.
	2. Define and discuss the key terms.
	3. Prepare Case 13-1, page 250, Business Principles and Management, 9th Edition, 1990.
	4. Community Research. Visit a local warehouse facility. Ask the company representative to discuss the firm's computerized inventory control system.
	5. Invite an accountant to speak to the class. Have the person explain how to analyze financial data generated by a computer.
	6. Read Managing the Finance, PACE, Unit 16, Level 3. Complete activities on pages 16-22.
	7. Collect end-of-the-year financial statements from area businesses, and do a comparison study of the balance sheets with similar activities.

KEY TERMS	SUGGESTED RESOURCES
Accountants Bankers Consultants Federal government Insurance agents SCORE Small Business Administration	**Business Principles and Management** **A Handbook of Small Business Finance** Jack Zwick, U.S. Small Business Administration Washington, DC, 20416 **Financial Recordkeeping for Small Stores** Robert C. Ragan and M. Zafar Iqbal U. S. Small Business Administration Washington, DC 20416

VIII. Financial Management

Competency Goal 8:
The learner will describe record systems and analyze financial data.

OBJECTIVES		LEARNING ACTIVITIES	
8.4	Analyze the role of banks and other financial institutions in the American economy and the services provided to businesses by these institutions.	1.	Read pp. 271-288, Business Principles and Management. Define and discuss the key terms.
		2.	Use library resources, and write a paper showing how deregulation of financial institutions has caused an increase in competition, new services, and some unfair practices.
		3.	Visit several local banks, and compare the services offered businesses by each financial institution. Share findings with the class.
		4.	Invite a speaker from a bank or a nonbank to speak to the class. Ask the speaker to identify some of the financial instruments that a business might use, and evaluate each instrument based upon risk and rate of return factors.
		5.	View transparency #15-4 teacher's manual, Business Principles and Management, South-Western Publishing Company, 1990. Identify and discuss some of the financial instruments available to financial managers for investing business funds.
		6.	Read Case 15-1, page 291, Business Principles and Management, South-Western Publishing Company, 1990. Prepare answers to the related questions.

KEY TERMS	SUGGESTED RESOURCES
Automatic teller machine (ATM) Bank Bank draft Check Cashier's check Certified check Commercial banks Direct deposit Electronic funds transfer (EFT) Investment company Mutual savings bank Money market fund Negotiable instrument nonbank bank Secured loans Short-term loans Unsecured loans	**Business Principles and Management** 9th Edition **What Every Investor Should Know** *(A booklet available from Consumer Information Center-G P. O. Box 100, Pueblo, CO 81002.)* **"The Story of Checks and Electronic Payments"** *(A booklet available from the Federal Bank of New York, Public Information Department Boston, MA, 02106.)* **Keeping Records in Small Business** John Cotton, U. S. Small Business Administration, Management Assistance, Washington, DC **"Forecasting, An Effective Tool to Improve Decision Making"** **ABC's of Borrowing** *(A Venture Capital Primer for Small Business. Booklet available from U. S. Small Business Administration, Office of Business Department, Mail Code: 7013, Washington, DC 20416)*

VIII. Financial Management

Competency Goal 8:
The learner will describe records systems and analyze financial data.

OBJECTIVES		LEARNING ACTIVITIES	
8.5	Describe the types of risks that businesses face for which insurance can or cannot cover.	1.	Read pp. 315-330, Business Principles and Management, 9th Edition. Define and discuss the key terms.
		2.	Prepare a chart showing the types of losses a business might suffer. List steps a business many take to prevent such losses.
		3.	Read Case 17-1, page 332, Business Principles and Management, 9th Edition, South-Western Publishing Company. Answer the related questions.
		4.	Read PACE, Protecting the Business, Unit 18, Lever. Complete all related individual and group activities.
		5.	Invite an insurance representative to speak to the class. Ask the speaker to identify and discuss certain policies that will help a business minimize losses due to employee theft, vendor theft, bad checks, shoplifting, robbery, and injury and product liability.
		6.	Observe and discuss special types of business insurance listed on transparency 17-2, teacher's manual, Business Principles and Management, 9th Edition, South-Western Publishing Company.
		7.	Develop a chart showing examples of noninsurable risks that businesses located in your community may face. List and discuss steps a business many take to minimize such risks.

KEY TERMS	SUGGESTED RESOURCES
Coinsurance Deductibles Insurance Insurable interest in property Insurer Insurance rates Insured Premium Reinsurance Risks Theft Vendor theft	**Business Principles and Management** 9th Edition **Insurance Checklist for Small Business** *(A pamphlet available from the nearest Small Business Administration Office.)* **Protecting the Business**, PACE Revised, Unit 18, Levels 1, 2, and 3, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio.

IX. Production and Marketing

Competency Goal 9:
The learner will plan, develop, and evaluate marketing strategies.

OBJECTIVES	LEARNING ACTIVITIES
9.1 Identify the four elements of marketing.	1. Read Marketing for Small Business, a currently available booklet which can be secured from any local SCORE office. Identify and discuss each of the common marketing activities. 2. Research--Identify and make a list of available marketing jobs. Select one of the jobs and do career research to determine the skills required, opportunities for employment, educational requirements, etc. Display your findings in chart form in the classroom. 3. Read pages 139-152, Business Principles and Management, 9th Edition South-Western Publishing Company, 1990. Identify and discuss the four elements of marketing. 4. Read Planning the Marketing Strategy, PACE Revised, Unit 6, Level 2. Complete all individual and group activities. 5. Do Problem 3, page 154, Business Principles and Management, 9th Edition, South-Western Publishing Company, 1990. 6. Do Problem 8-B, Business Principles and Management, 9th Edition, Study Guide, page 42.

KEY TERMS	SUGGESTED RESOURCES
Communication Exchange Financing Free market system Marketing Marketing function Marketing mix Marketing plan Product development Storing Target market Transporting	**Planning the Marketing Strategy**, PACE, Unit 6, Levels 1, 2, and 3, The National Center for Research in Vocational Education, The Ohio State University. **Business Principles and Management** 9th Edition **Advertising Guidelines for Small Retail Firms** *(Available at any local Small Business Administration Office.)* **Marketing Careers**

IX. Production and Marketing

Competency Goal 9:
The learner will plan, develop, and evaluate marketing strategies.

OBJECTIVES		LEARNING ACTIVITIES	
9.2	Describe factors involved in managing promotion; including cost, timeliness and legality.	1.	Read pages 194-211, Business Principles and Management, 9th Edition. Identify and discuss the key business terms.
		2.	Do problems 1 and 3, page 212, Business Principles and Management, 9th Edition.
		3.	Do Case 11-2, page 213, Business Principles and Management, 9th Edition.
		4.	View Transparency 11-1, teacher's manual, Business Principles and Management. Discuss the cost, advantage, and disadvantage of each type of advertising media.
		5.	Create a promotional display for Business and Office Education. Place it in a strategic area of the school.
		6.	Invite a promotional specialist to speak to the class. Ask the speaker to discuss methods of creating displays and explain the value of the displays to a business.
		7.	Group Activity--Create a bulletin board showing samples of various kinds of promotional items. Discuss the expected outcome of each.
		8.	Do 11-D and 11-E, Study Guides, page 55, Business Principles and Management, 9th Edition.
		9.	Read PACE Revised, Level 1, Unit 13, Promoting the Business. Complete all individual and group activities.

KEY TERMS	SUGGESTED RESOURCES
Advertising Advertising media Advertising cost Corrective advertising Drive time Prime time Product Promotion Promotional methods Truth in advertising and selling	**Promoting the Business**, PACE Revised, Unit 13, Level 1, 2, and 3, National Center for Research in Vocational Education, The Ohio State University, Columbus, OH. **Advertising Guidelines for Small Retail Firms** *(Available at any Small Business Administration Office.)* **Business Principles and Management** 9th Edition

X. Critical Issues

Competency Goal 10:
The learner will describe and analyze critical issues affecting business management.

OBJECTIVES		LEARNING OBJECTIVES	
10.1	Describe and analyze government regulations that affect business management.	1.	Read pp. 208-216 in Free Enterprise in the United States. List the principles of taxation.
		2.	Explain the kinds of taxes that affect business management.
		3.	Read Lesson 14 in Strategies for Teaching Economics on Government Regulation: Effect on Business Decision. Answer questions and discuss answers from handout 14-1, 14-2.
		4.	Read the article "Government Deregulation of Industries," from the Senior Economist Act out the role play following the instructions given in the article.
		5.	Read the article "Consumer Interests and Regulations: Economic and Social," from the Senior Economist. Distribute handout #1 and follow the instructions for completion.
		6.	Discuss Lesson 6: Our Government and the Economy from "Economics Today," a program from USA TODAY and the Foundation for Teaching Economics, 1989. Complete Activity Sheets 6A and 6B.
		7.	Complete the simulation on UNDERSTANDING TAXES by using video program and microcomputer.

KEY TERMS	SUGGESTED RESOURCES
Direct tax Free enterprise Income tax Indirect tax Property tax Public good Sales tax Tax Taxation	**"Economics Today"** *(A newspaper-based study unit developed by The Foundation for Teaching Economics and USA TODAY, 1989. Write to the Foundation for for Teaching Economics, 550 Kearny St., Suite 1000, San Francisco, CA 94108-9981.)* **Master Curriculum Guide for the Nation's Schools** (Part II) **Strategies for Teaching Economics: Basic Business and Consumer Education** (Secondary) 1979. Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036. **"The Senior Economist"** Published by the Joint Council on Economic Education, 432 Park Avenue South, New York, New York 10016. Order forms for two free copies of the complete 14-lesson UNDERSTANDING TAXES package are being offered to every high school in the United States. All of the materials were designed to be duplicated freely and are not restricted by copyright. Write UNDERSTANDING TAXES, Internal Revenue Service, P. O. Box 1400K, Dayton, OH 45414. **Free Enterprise in the United States**

SUPPLEMENTARY RESOURCES:

ANALYZING GOVERNMENT REGULATION: RESOURCE GUIDE. A secondary resource guide that examines the wide variety of private and government agencies and regulation. Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016. ($5)

WEEKLY NEWSLETTER. Keeps track of national legislative issues that affect businesses. Chamber of Commerce of the US. Congressional Action, 1615 H. Street, NW, Washington, DC 20062. (FREE)

X. Critical Issues

Competency Goal 10:
The learner will describe and analyze critical issues affecting business management.

OBJECTIVES	LEARNING ACTIVITIES
10.2 Analyze the effects of monetary and fiscal policies on the stability of the economy.	1. Read pages 216-220, in Free Enterprise in the United States. Explain how fiscal policy works.
	2. Read pages 472-473, in Managing Your Personal Finances, 2nd Edition. Describe the Federal Reserve System, including its history, structure, and purposes.
	3. Read pages 464-475 in Managing Your Personal Finances, 2nd Edition. List and define controls exercised through monetary policy.
	4. Read pages 475-478 in Managing Your Personal Finances, 2nd Edition. Explain impact of monetary policy in the economy.
	5. Is our country presently believed to be expecting a recession, expansion, slow growth, high or low inflation, high or low unemployment? Write a short report outlining economic conditions. List sources of information.

KEY TERMS	SUGGESTED RESOURCES
Deficit budget Federal Reserve System Fiscal policy Monetary policy National debt Surplus budget	**Master Curriculum Guide in Economics: Teaching Strategies for High School Economic Courses**, 1985. Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016. **Managing Your Personal Finances** 2nd Edition **Free Enterprise in the United States**

SUPPLEMENTARY RESOURCES:

"Money, Banking, and the Federal Reserve System: A Teaching Unit." Order from Office of Public Information, Federal Reserve Bank of Minneapolis, 250 Marquette Avenue, Minneapolis, MN 55480 (FREE)

FEDERAL RESERVE COMIC BOOKS.
Write to Federal Reserve Bank of New York, Public Information Dept., 33 Liberty St., New York, NY 10045 (FREE)

GLOSSARY FOR FEDERAL RESERVE TERMS. Defines many of the terms used in monetary policy, bank supervision and regulations. Board of Governors of the Federal Reserve System, Publications Service, Washington, DC 20551 (FREE)

ROLE OF GOVERNMENT IN U.S. ECONOMY...FISCAL Federal Reserve Bank of St. Louis, Public Information Dept., P.O. Box 442, St. Louis, MO 63166 (FREE)

X. Critical Issues

Competency Goal 10:
The learner will describe and analyze critical issues affecting business management.

OBJECTIVES	LEARNING ACTIVITIES
10.3 Describe and analyze government regulations affecting international trade.	1. Read pp. 501-503 in Managing Your Personal Finances, 2nd Edition. Describe the process of international trade, including the exchange rate and the international monetary system. 2. Read pages 503-505, in Managing Your Personal Finances, 2nd Edition. Discuss problems created by international trade, including competitiveness and productivity, national defense, protectionism, and trade restrictions. 3. Find an article in a current periodical that discusses trade restrictions of tariffs and trade quotas between the United States and Japan. Summarize the article in 200 words or less. List your source and date of information. 4. Use a current chart of exchange rates for international currency and notice the different rates for the American dollar as compared to other countries. Discuss the effect this would have on international trade.

KEY TERMS	SUGGESTED RESOURCES
Comparative advantage Exchange rate International Monetary Fund Quota Tariff Trade deficit Trade surplus	**"Economics Today"** *(A newspaper-based study developed by The Foundation for Teaching Economics and USA TODAY, 1989. Write to the Foundation for Teaching Economics, 550 Kearny St., Suite 1000, San Francisco, CA 94108-9981.)* Obtain copies of "What's the Difference," a poster showing the different items one could buy in several countries for certain working hours. Write NFIB Foundation, P. O. Box 7515, San Mateo, CA (1 copy/$1, 10 copies/$4) **Managing Your Personal Finances** 2nd Edition **"The Senior Economist"** Published by the Joint Council on Economic Education, 432 Park Avenue South, New York, NY 10016. **LIST OF PERIODICALS:** USA TODAY, CHANGING TIMES, BUSINESS WEEK, US NEWS AND WORLD REPORT, AND NEWSWEEK **SUPPLEMENTARY RESOURCES:** ANNOTATED BIBLIOGRAPHY OF TEACHING MATERIALS FOR GLOBAL ECONOMICS. Free or inexpensive materials. Center for Economic Education, College of St. Thomas, St. Paul, MN 55105 ($3)

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Federal Reserve Bank of New York. Federal Reserve Comic Books, Federal Reserve Bank of New York, Public Information Center, 33 Liberty Street, New York, NY 10045 (Free)

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"Analyzing Government Regulation: A Resource Guide"
"Strategies for Teaching Economics: Basic Business and Consumer Education"
"Teaching Strategies for High School Economics Courses"
"The Role of Unions in the American Economy"
"The Senior Economist"

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National Center for Research in Vocational Education, The Ohio State University, Publications Office, 1960 Kenny Road, Columbus, OH 43210-1090.
(514) 438-3655 or 1-800-848-4815
Program for Acquiring competence in Entrepreneurship (PACE), Revised, is an individualized competency-based entrepreneurship curriculum that has the following booklets available:
"Keeping the Business Records" (Unit 15)
"Managing the Finances" (Unit 16)
"Planning the Marketing Strategy" (Unit 6)
"Promoting the Business" (Unit 13)
"Protecting the Business" (Unit 18)

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Several publications are available from the U. S. Small Business Administration, including:
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